

Engagement of Peers in Assessment and Support

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Outline

- ◉ Loughborough Foundation Programmes
- ◉ Different Types of Student
- ◉ Some Example Support Mechanisms
- ◉ Acknowledgement

Loughborough Foundation

- Foundation Programme
 - > 100-130 students
- International Foundation Programme
 - > 50 students
- Progress to various programmes across to Loughborough and other HE.

Student Mix

- ◉ Wrong A levels
- ◉ Mature Students
- ◉ Alternative qualifications
- ◉ Additional needs
- ◉ International students (year 12)
- ◉ Personal issues during level 3 education

Key points

- Students are admitted with progression to a particular department at outset.
Programme specific progression criteria
 - > E.g H304 Mechanical Engineering with a Foundation Year
 - > 70% in Mathematics and Physics, 60% in Engineering modules

Student Mentors

- ◎ Students who have progressed to their associated undergrad programme
 - > Support transition into HE
 - > Provide a point of contact for advice – leading by example (not necessarily the academic best).
 - > Key points during the year provide support e.g. choosing options,
 - > Open day greet and meet

Mature student buddies

- One to one mentoring for mature students to
 - > support their transition to University
 - > provide personal contact and support
 - > promote learning and strengthen motivation
- Mature student coordinator (facilitates pair matching and supports both parties)
 - > Similar background
 - > Similar subjects

Mature buddies

- ◉ Senior students briefed in what the buddying system is – expectations and when to say “no”
- ◉ Students meet face to face with drinks and nibbles through “speed dating”
- ◉ Ad hoc follow up meetings
- ◉ Students often seen on Wednesday afternoons sharing their experiences

Mature buddy feedback (from this year)

- “I thought the buddy scheme was very good and helpful because you're given the opportunity to meet people who have already been through what you're about to start, and if you've no friends at L'boro at least you've got a couple of people for back up, and know some friendly faces around campus so you don't feel completely friendless/lonely.”
- “I think the experience of the older students is invaluable when you're not sure what's ahead of you, and they're a font of information regarding your lecturers and coursework etc.”
- “I thought it was a really great way to meet older students and settle in.”

PostGrad Mentoring

- ◉ Students with additional needs
- ◉ Present additional FE to HE transition needs
- ◉ Need more sensitive mentoring
- ◉ Paid for by disability allowances

Postgrad Mentoring – Case Study

- ◉ ‘Confidence building in the form of academic achievement was clearly the best strategy for his wellbeing in general. Oliver became both mentor and friend to Alessio’
- ◉ ‘It was an enormous step for Alessio to go and study in England. His success over the past year would not have been possible without the support in the form of a mentor.’

Luigi Troiano



Peer Assisted Learning (PALs)

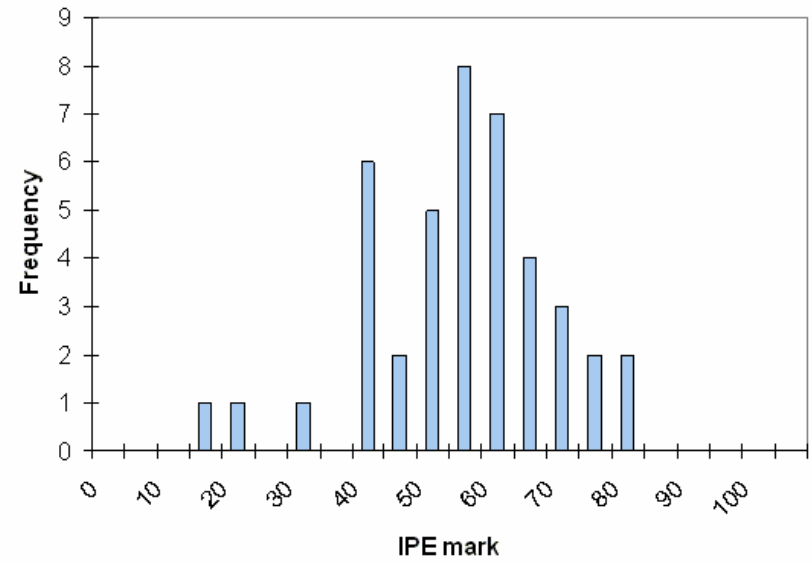
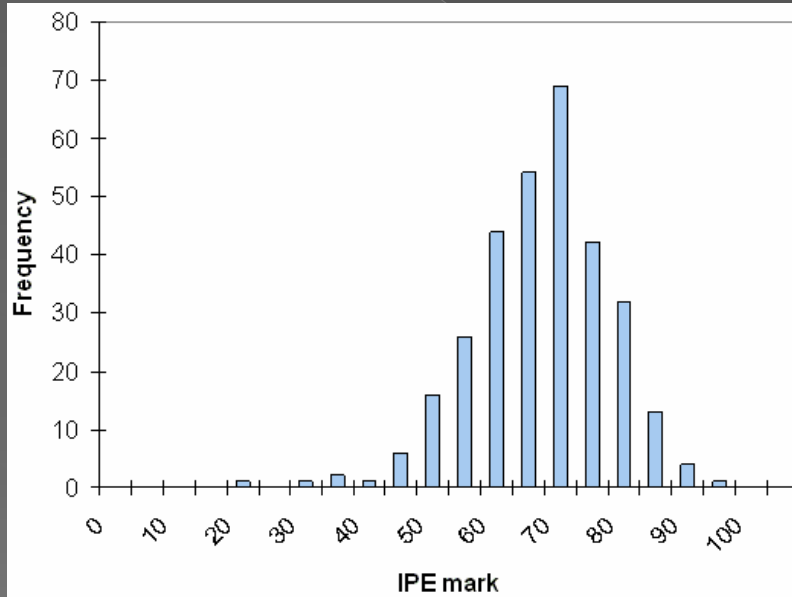
- Learning support from 3rd and 4th year undergraduates in workshops and tutorials

- PALs

- > Contributes hours to a Loughborough Employability Award

'I felt I could ask the students silly questions because they said they found it hard too' LW

Stappenbelt et al (2005)
Home 65.2%, International 52.2%



Recall versus critical evaluation

- **50% to 59%, C Work** which demonstrates, at least to a minimum level, all the major aims and objectives required by that particular task.

This is the standard of work is that normally expected of most students on that programme. Students would show the ability to recall taught material in terms of giving definitions or describing details but may be more limited in problem solving or critical analysis

The educational canary..



- 'Often the first indicator of a general educational issue'

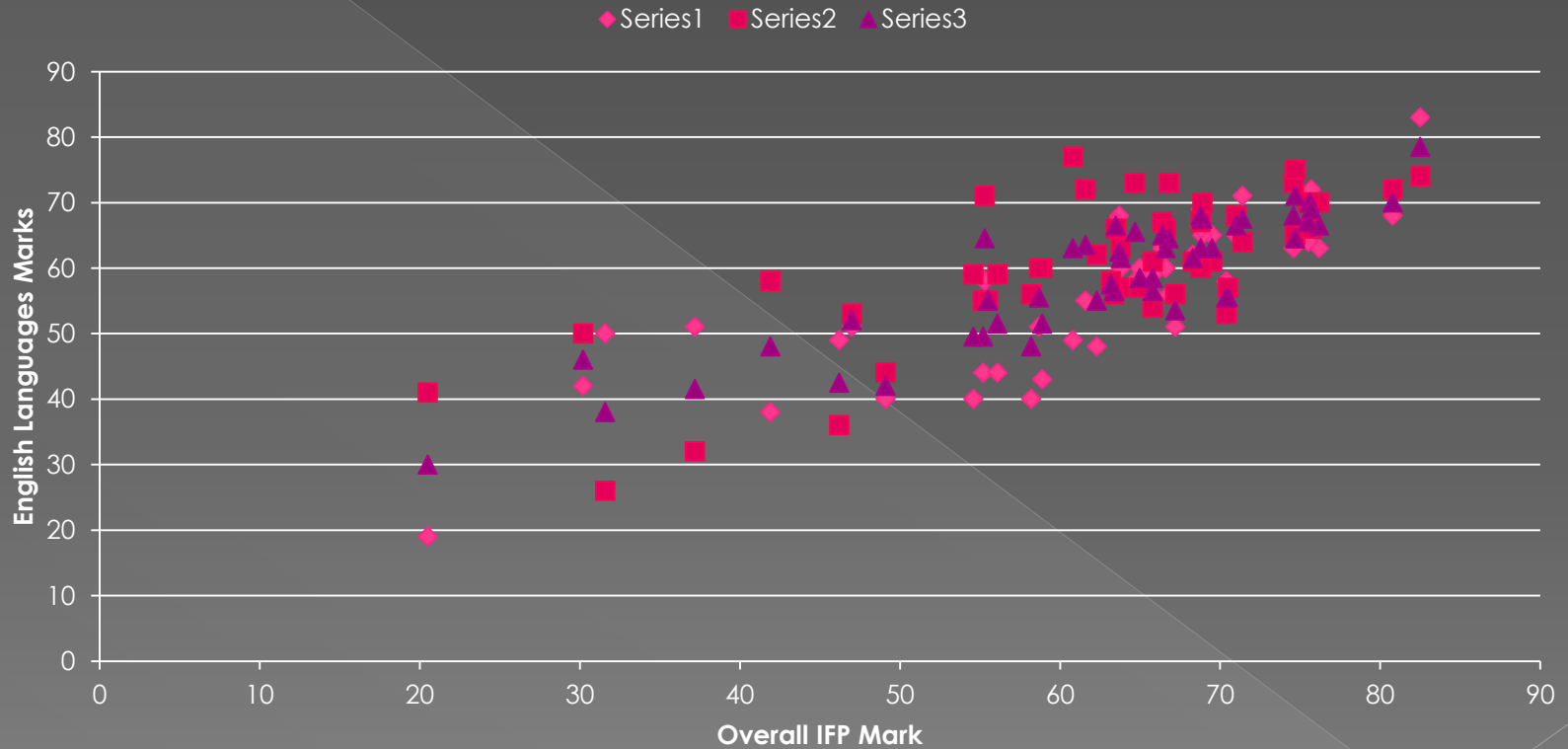
Jude Carroll et al
Inform Conference 2011

IELTS Score

- ◉ **7 Good User** Has operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- ◉ **6 Competent User** Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations

Performance versus English Language

Part Mark vs Eng Lang



Mark Scheme Generation

- Task (25 marks)
- Ask students to generate a mark scheme in groups
- Compare mark scheme with real mark scheme
- Discuss differences

(NB Include referencing task for appropriate references)

Pros and Cons of Peer Support

○ Pros (Mentor)

- > Support community
- > Improve own understanding
- > Communication skills

○ Pros (Mentee)

- > A positive role model
- > Confidence building and 'can do'
- > A critical friend

○ Cons (Mentor)

- > Boundary breaking
- > Time consuming
- > Dependency

○ Cons (Mentee)

- > Dependency
- > Plagiarism
- > Lack of Confidence

Acknowledgements

- Foundation Founder (1991) - Leslie Mustoe
- Staff - Nicola Jennings, Julie Reay
- English Language Support - Henrie Pocock, Steve O'Sullivan, Maria Picken, Marie Hanlon, Moira Calderwood
- Postgrad mentors – Ollie Preedy, Hayley Gillings, Emma Stubbs, Neil Grazier, Tom Smith
- PALS – Jade Markham, Aaron Lamming, Robert Alford, Paul Brack, Barney Corbett, Thomas Brown, Kayleigh Arthur
- Mature Student Buddies – Rod Dring, Jag Brard, James Roberts, Tom Johnson, Dawn Wilkinson, Tim Mosey, Lucy Egglestone.
- International Buddies – Gaukhar Massabayeva, Luna Liu, Yujin Kitagawa, Dina Shammas
- Student Mentors – Alex Charlesworth, Anita Cooper, Lydia Wallsworth, Jamie Paton, Jeremy Spencer and many more